



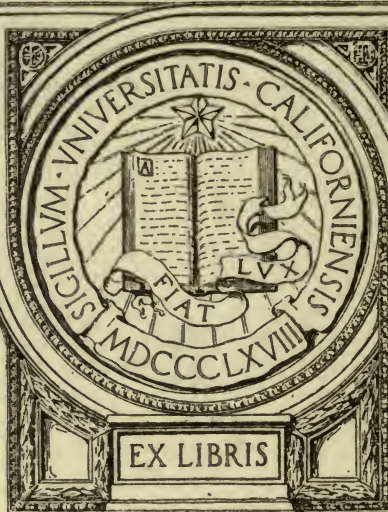
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THE STORY OF THE
SARGENT INDUSTRIAL SCHOOL
1891-1916

THE STORY OF THE
SARGENT INDUSTRIAL SCHOOL

AT BEACON, NEW YORK

1891-1916

TOLD BY

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UNIV. OF
CALIFORNIA

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To see that all is fair and clean—to cleanse and purify wherever she goes—to set disorderly things in orderly array—this is a woman's mission. **RUSKIN**

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FOREWORD

THOSE who thoughtfully consider the problem of education in our democracy will not only take pride in the achievements of our public schools, but will also discover the indispensable contributions made through individual initiative, by means of which the common ideal is lifted and the common work strengthened. These voluntary and individual additions reinforce the typical education of the day. New plans are freely tested because new ideals are apprehended, or the ideals of the past more clearly recognized.

For such experiments absolute freedom is necessary, with sufficient time to work out and to establish the plans which set forth the new ideals. Ultimately the insight of the individual, thus tested and approved, takes shape in our system of education, and this individual experience is thus added to the common fund.

Marked examples of such vision and such initiative, which have re-formed our conception of education, have been seen in the work

of Mrs. Quincy A. Shaw, who founded the Kindergarten system of Boston as well as the Manual Training schools, which were the precursors of Industrial Training; and in that of Mrs. Augustus Hemenway, to whose credit belongs the introduction of Home Economics into the schools of Boston.

Another contribution, less widely known but no less significant, is that of Mrs. Winthrop Sargent of Boston and of Beacon-on-Hudson, who has for twenty-five years maintained and developed in the village of Matteawan, New York (now incorporated into the city of Beacon), an institution which clearly expresses an essential ideal,—the Sargent Industrial School. Long before our federal government expressed by law its appreciation of the importance of teaching and reinforcing the American home, Mrs. Sargent was putting into practice instruction which clearly expressed the principles now accepted in the teaching of Home Economics,—working out in the villages of Matteawan and Fishkill Landing the

type of instruction which is now commended throughout the country.

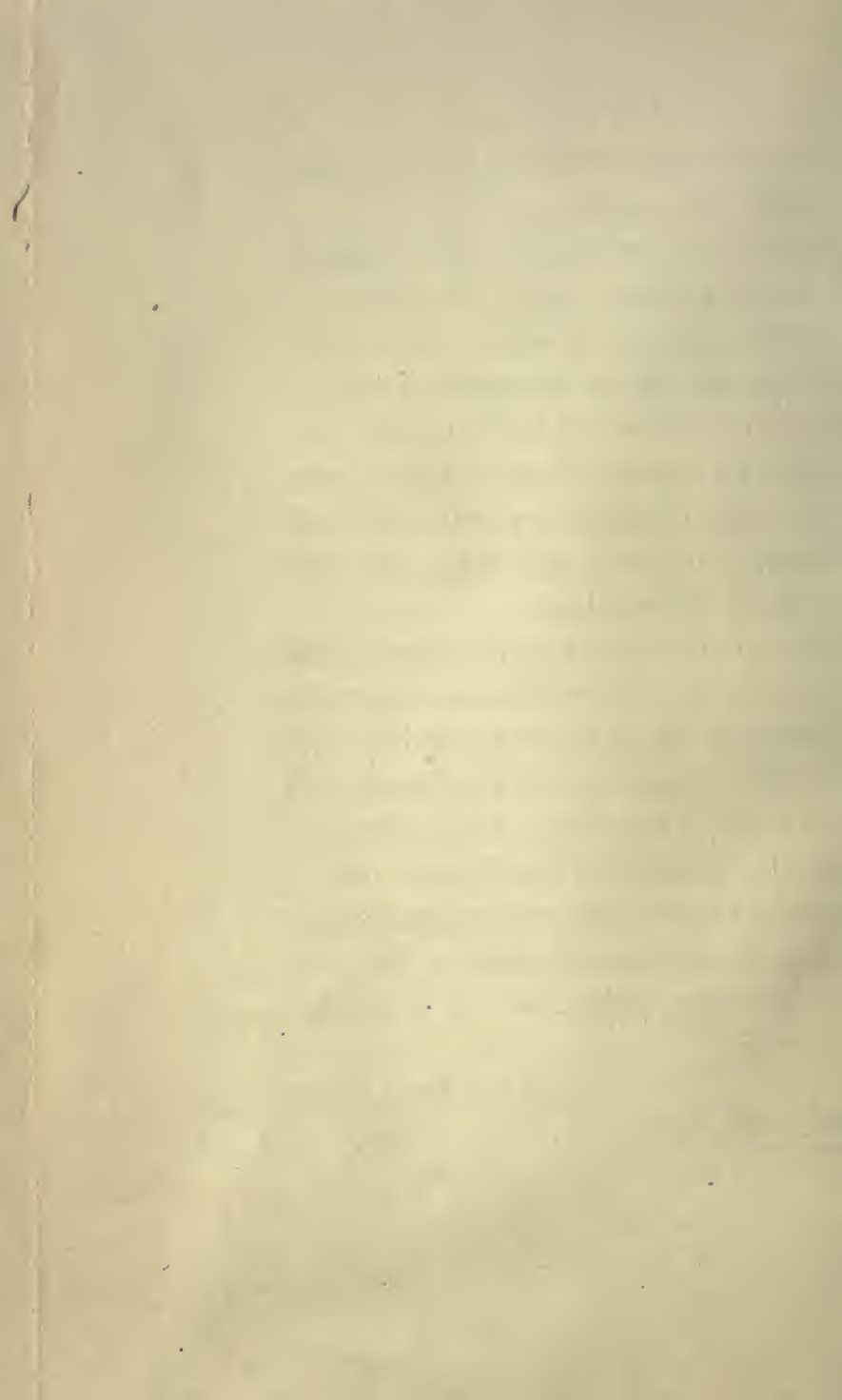
The story of Mrs. Sargent's work is briefly told in the following pages, in response to the earnest desire of friends who believe that efforts like hers modify community ideals and fulfill a most important mission, quite other than that of the public schools. As far as possible, this intimate account is given in the words of students, alumnae, neighbors, and other near friends of the school.

Every life has its own gift to bring,—adds its own color to the web which we are weaving together. The writer believes that the unique work of Mrs. Sargent, which runs like a golden thread through the fabric of the village experience of Matteawan, clearly discernible in hundreds of homes, will bring encouragement to many who are likewise eager to share with others, by some such means, their interpretation of life.

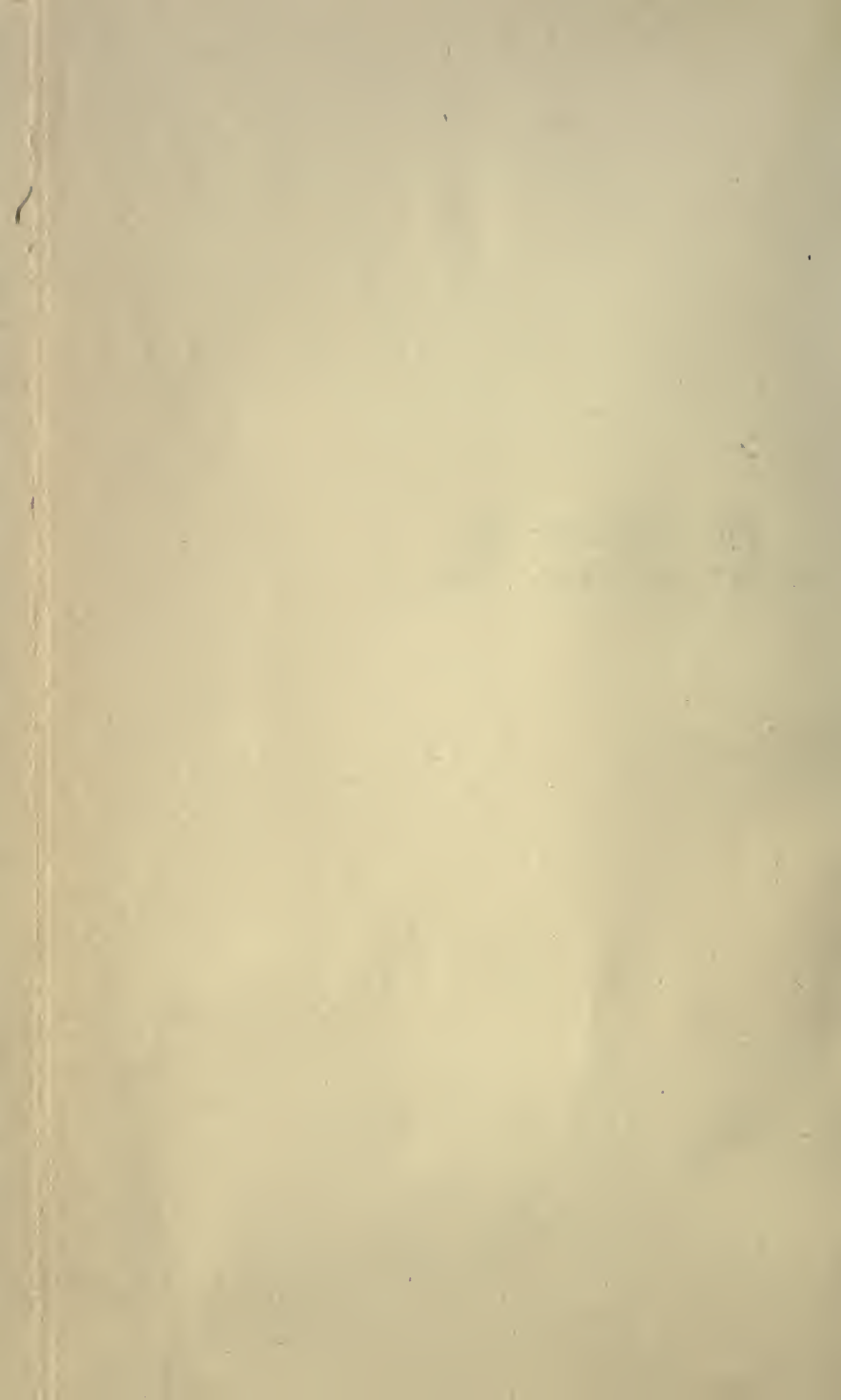
SARAH LOUISE ARNOLD

Simmons College, Boston

August, 1916



*THE STORY OF THE
SARGENT INDUSTRIAL SCHOOL*



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August 1900



THE STORY OF THE SARGENT INDUSTRIAL SCHOOL¹

IT was in 1878, thirty-eight years ago, that the Sargent Industrial School really had its beginning, when Mrs. Winthrop Sargent, a generous resident of Fishkill-on-Hudson, with volunteer associates, gathered together groups of children in St. Luke's parish and there opened a sewing school. As early as 1888, classes met in Mrs. Sargent's beautiful home, Wodenethe, for elementary lessons in cooking and housekeeping. Without interruption, during the years which followed, Mrs. Sargent has maintained and developed a school which has become an integral part of the life of the villages to which it ministered. To-day the school numbers nearly ten thousand pupils who have received instruction; it has taught children of three successive generations, sending the influence of the school into practically every home in the neighboring towns, and reaching, through intimate and continuous courses of lessons, literally thousands of women and girls.

From the beginning, the five villages adjacent to Matteawan, Fishkill Landing, Fishkill Village, Glenham, Tioronda, and Groville, have shared

¹ Free use has been made of abstracts from an account of the school which appeared in the *Survey* of April 2, 1910.

together the advantages of the school. These communities are busied with manufacturing, and support many profitable industries. At the present time the manufacturing population gathered in these centres contributing and relating to the mills numbers more than ten thousand people. In 1914 Matteawan and Fishkill Landing were united, becoming the city of Beacon, New York.

The work of the Sargent School is carried on in a group of school buildings situated almost on the dividing line between the old villages of Matteawan and Fishkill Landing. These buildings consist of a fine old-fashioned country house set in the most attractive grounds, which furnishes classrooms for the various departments of the school, and apartments for the residence of the head teachers and their assistants, and with a large gymnasium, where instruction in physical training is given and where the exhibitions of the school and all the school entertainments are held.

The buildings are shaded by noble trees, and are set in ample grounds, which form fine surroundings for the group. Among the chief attractions of the place are a beautiful old-fashioned garden with box-edged borders, and an apple orchard. The house is large, hospitable, and commanding, with broad white porches framed in wistaria. Across the well-



The Sargent Industrial School

12. 1911
1911. 1911

kept garden, gay with its perennial flowers, one looks out upon Mount Beacon guarding the town with its steadfast strength. The school has no institutional aspect; it presents instead all the attractiveness of a home of culture and refinement. This appearance of the school shows forth its real character, for the Sargent School is first of all a home. Within its walls are carried on all the household processes for the sake of the family which lives there. Students coming and going are received exactly as if they were in the home of a friend. Every one is greeted as she enters and speaks her "Good-by" as she goes. The ordinary happenings of the ordinary home take place there. There is no formal and separate building used at specific hours merely for instruction, but, rather, the teaching takes hold of all the interests of ordinary life.

The founder intended the school to be not only a home for the teachers, but also a second home for the students who are welcomed there. These girls are interested in everything that belongs to the estate—the maintenance of the house, the planting of the garden, the blossoming of the apple trees, the care of the grounds. It is their school home, and many girls have been associated with it for years. Mrs. Sargent's desire is apparent on every hand, for the women and children who come there can share with

her all the interests of the school home, and can take into their lives the satisfactions which the finer housekeeping—and homekeeping—assure.

As has been said, the house is first of all the home in which the teachers of the school live. Here they welcome the students, young girls from the public schools in the afternoons, and in the evening teachers, housekeepers, and workers from the factories. Classes in sewing and in dressmaking, in cookery and in laundry work, are in progress throughout the afternoon and evening, while the gymnasium is regularly occupied by classes in singing and in physical training, including games and dancing. These last classes are held in the gymnasium, which was built in 1905. The building, which was designed by the distinguished architect, Francis Richmond Allen of Boston, is most harmoniously related to the original building. It is set among the overshadowing trees on the western slope. Cypress wood, stained a rich natural brown, is used for the exterior of the building, with party-walls of brick, while heavy piers of brick support the large hall within. The hall is finished in North Carolina pine, likewise stained, with a finely grained floor of maple. Simplicity marks this main hall. Its proportions—40 × 60 feet—afford ample room for marching and countermarching at the drills and for the many indoor games. At one

end of the hall is a stage, where plays and concerts take place; at the other end are the dressing rooms and a small room for club meetings.

Through the past year more than seven hundred girls and young women have been in regular attendance at the school. Think what this means to the community! Into at least seven hundred homes yearly goes wholesome instruction in household arts, and all the conversation that attends the reports of the various classes;—for the tone of the incidental instruction is uplifting, and many seeds are sown in the friendly intercourse between teachers and pupils.

The attendance is wholly voluntary; the girls come because they want to come, and because their parents appreciate the opportunity which the school opens for them. The demand exceeds the capacity of the school, as the long waiting list testifies. Great emphasis is laid upon punctuality and regular attendance. Day after day, week after week, the children appear, rarely absent or tardy. They receive on Prize Day, at the end of the year, the badge of yellow ribbon which stands for regular attendance, excellent deportment, and satisfactory achievement. When, on Prize Day, a young girl appears, decked with five, ten, or fifteen of these yellow badges, one knows that she has secured an honorable record

through class after class, year after year, — for each badge represents a completed year's work.

Thus the influence of this school has been steadily pouring into these many homes through many years. Think what it means for each and every child to have developed to such a degree this power of regular attendance and persistent endeavor. Imagine the many results of this continued association with earnest teachers under this hospitable roof, and in the atmosphere of this refined home. That so many children eagerly desire to attend the school and to share its advantages is in itself the finest tribute to the school.

A visitor to the school on any day will find several classes in progress. The programme provides a five-years' course in sewing, a two-years' course in dressmaking, and a one-year course in embroidery; a two-years' course in cooking, one year in the house-keeping class, one year in laundry work, four years in physical training, with added courses in singing and in drawing. Every group is small enough to admit of intimate association and individual work. Children are admitted to the first classes in sewing and to the gymnasium when seven years of age. The remaining classes consist of high school girls and other girls or young women who have left school. The intervening years are filled with graded courses



The Sun-Dial

The Sun-Dial has for its motto: "Time is valuable"

in succession. The evening classes in dressmaking are largely made up of members who are teaching, keeping house, or at work in the factories during the day. The courses are so coherent and so long continued that a girl may be under the influence of the school for several years.

Although the possibility of continued instruction extends over many years, Mrs. Sargent has from the beginning provided short unit courses. She recognized, as did Frederick W. Taylor in his masterly programme of efficiency, that courage and endurance will be assured if the worker sees the end from the beginning. She therefore provided goals which could be kept in view by the children, and gave certain rewards of accomplishment to lure them on. A prize of some sort was attached to the satisfactory completion of every course.

So it came about that the year at the Sargent School is crowned by "Prize Day," when the graduates who are to receive certificates, the prize winners, and the students who have received "honorable mention" assemble in the gymnasium with their friends to receive the much coveted badge of distinction and to hear their names read from the honor roll. In the early days of the school—through ten years, in fact—prizes were given for regular attendance. It was Mrs. Sargent's hope, however,

that the girls would grow into such an appreciation of their task that the material prize would not be necessary. At the expiration of a decade she said : " Now we are ten years old. Let us put away childish things, and rejoice in our work because it is so well worth doing."

Her hopes were fulfilled. Now the token of achievement, " the Prize," is simply a yellow ribbon bearing the name of the school and department. Every student may strive for this recognition, and all may win it if they strive hard enough. The ribbons are greatly prized by the students, and many a home in Matteawan proudly exhibits a collection of tokens which indicate long and faithful association with the school.

Mrs. Sargent has felt that the recognition of good work by means of prize-giving has been of great value to the school. The courses in each department have been carefully graded and the satisfactory completion of each course has been marked by the prize. The pupils pledge themselves to regular attendance; any pupil obliged to be absent must send an excuse to her teacher. Two unexcused absences, or habitual tardiness, necessitate withdrawal from the school. Marks are based upon " attendance, punctuality, courtesy, neatness, industry, attention, and excellent work." The Year-book of the school says:



This Student conceived the idea of presenting in this fashion the prizes she had earned. She had followed every course and secured every prize attainable.

A prize will be given on Prize Day to a pupil who has not been absent during the school year for her own pleasure, or above three times for a suitable reason, whose average is eighty-eight per cent, or more, who has satisfactorily completed the year's work, and whose standing is excellent. "Honorable Mention" will be given in addition to the prizes to a pupil who has not been absent during the school year, whose average is ninety-five per cent or more. A certificate will be presented to each pupil who has, in the judgment of her teacher, successfully completed a course in one of the departments of the school.

These certificates are parchments bearing the symbol of the school, the "beehive," and signed by Mrs. Sargent and the teacher of the department. They are almost invariably framed, and may be found hanging upon the walls of hundreds of homes in the neighborhood.

The gift of the school is two-fold. The young student carries home with her a clearer idea of the task which she is to perform there; but she also carries a finer ideal which imperceptibly but assuredly affects and determines her own standard of living. Mrs. Sargent gives her personal attention to the school, and its welfare has been her chief interest through all these years. She has not merely supported it, but she has always given herself without stint, not only determining its general movement, but also knowing its smallest details. She has been much with the

school, and the children always welcome her presence. One of the Alumnae in a recent letter says:

To me the S. I. S. has always been Mrs. Sargent. Once in cooking class she patted my shoulder. That was a memorable day. Then in gym exhibition, the thrills as we marched by and saluted her! Then to rise with the class when she enters the room! These are my finest memories.

So without preaching, and through wholly genuine and helpful practice, the girls grow up under this beneficent influence. If their homes are happier and better, it is not by virtue of perfunctory lessons, but because they are following after the ideals which are present always in the life as well as in the gift of their beloved friend.

Of course Mrs. Sargent has gathered about her teachers who are similarly devoted to their task and whose influence is likewise most helpful. Miss Pearson, who is now immediately in charge of the work, has been for twenty-four years connected with the school. She welcomes the daughter or the younger sister of the older student, and builds her every lesson upon the foundation of the earlier training which the school has provided for their home. One of the teachers of sewing, Miss Alice Taylor, received her training in the school—entering in 1891 when only seven years old. As student and teacher she has been associated with the school for twenty-five years. Her

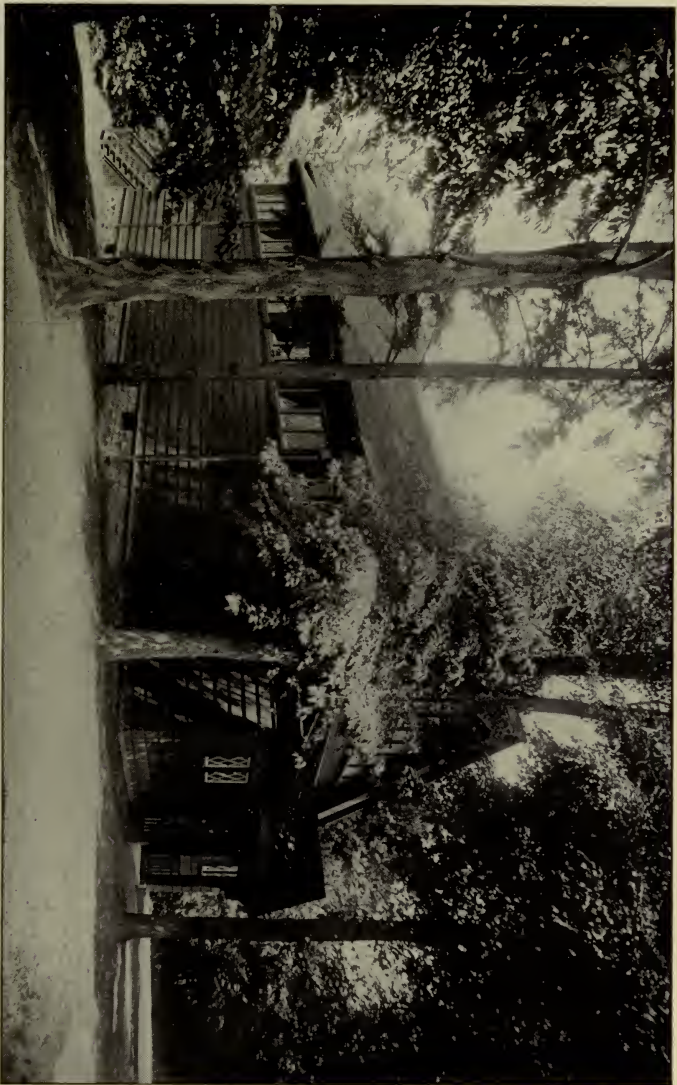
presence is a valuable connecting link, for she is well prepared to serve as an interpreter. The stability and continuity of the enterprise have assured permanence of ideals and have secured the complete confidence of the community, where it has been for so many years a source of satisfaction and pride to the residents.

The relation of the community to the school is strengthened and continued by means of the Alumnae Association. All who have been students at the Sargent School may become members of the Alumnae Association. The latchstring is always out for the Alumnae. Correspondence is maintained with them after they leave the school. At the present time, as the summary in the Appendix shows, the Alumnae are distributed through eleven states, and are found in Canada and even in China. Since at the present time the total enrollment numbers nearly ten thousand (9820), it is evident that the influence of the school is widely felt. The Alumnae meet regularly at the school, nursing some course of study or arranging some programme for the entertainment of the students. They wear a badge whose design (made by one of the students) includes the symbolic "beehive." One year, under a competent instructor, they pursued travel courses with associated reading. Hawthorne's "Marble Faun," illustrated with

a reflectorscope, claimed their attention another year. Recently they gave their evenings to the study of Dickens. After the Hudson-Fulton celebration they united with the school in presenting an evening pageant which represented scenes in the early history of the town. It is evident that the influence which begins in the school-home does not end there.

These selfsame "Alumnae" are leaders in every advance. Mrs. Sargent often alludes to the older group as the "Old Guard." They established at Tioronda, a village centred about a brickyard, a sewing school which they themselves taught. They organized the first classes in physical training in the Sargent School, using the classrooms on the vacant evenings of the week, until the full and regular attendance attested the demand and Mrs. Sargent met the evident desire thus expressed by building the beautiful gymnasium. Here again the demand not only proved the need, but exceeded the capacity.

This illustrates one of Mrs. Sargent's principles of action. The school has always grown from within outward. The five years' experience with the early sewing groups, then the successful classes in the kitchen of her own house, demonstrated the need which she met by providing a cottage which Mr. Sargent named "The Beehive." The overflow of the Beehive and the plea for more classes led to the buy-



The Gymnasium

ing and fitting up of the Rothery house, the present home of the school. Then again the overflow called for the gymnasium. Every advance has been necessitated by the growth of sentiment, of desire, of the common recognition of a public need. This organic growth is very different from the erection of a building with the hope that the demand will follow. It is evident that the method of the Sargent School expresses a much more vital relation to the community.

The following outline indicates the steps in the development of the institution. One reads between the lines something of the courage and faith, the patience and persistence, which have attended the enterprise from the beginning:

1878. Mrs. Sargent opened the sewing school in the schoolhouse on St. Luke's grounds. It was called St. Luke's Sewing School. This was conducted by Mrs. Sargent with volunteer teachers until the end of 1889.

1883. With the help of Miss Emily Huntington, the kitchen garden was inaugurated. Mrs. Sargent and ladies in the neighborhood who were instructed, in turn became teachers of the kitchen garden.

1884. Two classes in kitchen garden—Wednesdays and Fridays. Mrs. Sargent and other teachers. This experiment was carried on five years.

1888. Cooking school started at Wodenethe, Mrs. Sargent's country home, taught by Mrs. Sargent's cook. Weekly lessons for three months and class of thirteen girls.

1889. The cooking school course repeated at Wodenethe.

1891. "The Beehive" House on Washington street, Matteawan, leased by Mrs. Sargent and conducted by resident teachers. The cooking school started with twenty-eight pupils and ended its first season with fifty-three. The second year's classes opened with twenty-nine students and closed with seventy-six. Classes in cooking and sewing.

1893. Laundry work added. One hundred pupils in the Beehive.

1893-4. One hundred and eighty-one attended the opening classes.

1894-5. Beehive continued. Two hundred and eighteen students enrolled.

1897-8. In 1898 the school removed to its new house, the Rothery Homestead. June 16, celebration of Founder's Day. Reunion of the alumnae. Two hundred and twenty students.

1905. Gymnasium erected. Five hundred and sixty-six students.

1916. Seven hundred and nineteen students.

Founder's Day, June 6. Twenty-fifth anniversary of the founding of the school. Total enrollment, 9820.

On Founder's Day in June, a public exhibition is given, with a garden party open to all the friends of the school. June 16 is Mrs. Sargent's birthday and so the celebration is a double one. The grounds are thronged with visitors, and the children, only less proud than their parents, act as hosts. This is the day of days at the Sargent School and affords some measure of the harvest of the years. This year, 1916, celebration was held on June 6, and marked the completion of the twenty-fifth year of the school. The people of Beacon, in expression of their appreciation of the school, made the day a holiday for all the children of Beacon, closing the public and parochial schools. Over two thousand people gathered at the school to join in the festivities. The work of the year was exhibited as usual; the pupils, as in previous years, formed in line and marched through the garden to the grounds, singing as they went. They passed Mrs. Sargent, each receiving recognition from her, and then escorted her to the gymnasium, whose door she unlocked, thus opening the exhibit to the assembled guests. An added feature of the day, a gratifying surprise to the founder of the

school, was the presentation of a silver loving cup by the townspeople, who had assembled to do honor to the founder of their beloved school.

Nothing could have been more significant than the good feeling expressed everywhere on this day—the happy gift of the holiday to the children and the graceful presentation of the loving cup. Every one felt the warmth and glow of feeling which was everywhere present, and which showed that the residents of the city of Beacon appreciated the gift which had been bestowed upon them through these many patient years.

A marked feature of the Sargent School has always been the children's devotion to the school and their evident delight in their work. Their faces are radiant as they stand in line waiting for the places of the outgoing class, or share the little feast which they themselves have prepared in the cooking class, assemble to compare their exhibits in sewing, or join in the marches and dances in the gymnasium. Nothing seems a bore, a mere routine. Since every girl comes because she wants to come, allurements takes the place of compulsion. The students accept loyally the ideals of the school, and its every appeal meets with their full coöperation.

The school has appealed to a fine group in the



The Sunbonnet Babies

community—self-respecting, ambitious, and able to appreciate the purpose of the founder. The long waiting list shows that parents have confidence in the enterprise. “My girl’s name has been on the list three years,” one mother says. “Can’t you take her in this year?” The home coöperates with the children in securing regular attendance and full compliance with the school requirements. The mothers come to explain absences and to obtain directions for the work of the children. One little girl recently fell into the creek on her way to her lesson. She refused to go home for dry clothing and instead presented herself dripping wet at the school, where she was properly dried—a messenger being sent home for dry clothing. Whatever happened, she could not “miss” the lesson.

Graduates frequently report their indebtedness to the instruction received at the school. The class in housekeeping studies the requirements of site, drainage, sanitation, and furnishing, and prepares simple plans for every room in the house. A recent graduate, who married and established a home, followed with great exactness the plans which the class had approved. Many of the furnishings had been provided with her own hand, and all were in accord with the instruction which the class in home-making had received. Another wrote:

Of course, in my mind is the appreciation of what the school is to the community; and now that the educational world is giving so much time to Domestic Science, I am glad the words calorie, protein, carbohydrates, and their relation to every day life are not mysteries to me. Also that I have a working basis for intelligent cooking and housekeeping in my own home.

The letters received by Mrs. Sargent from former students are interesting and genuine:

It is so good for the young girls to learn while they have a chance, for I expect some day to be a housewife. I am now a servant and am getting along beautifully with my cooking. I expect some day to make dresses for myself and also for my children.

I have been going to sewing school more than two terms. I wanted to go at first so I could learn to make doll clothes. Mamma hopes that I can go until I learn to be a dressmaker.

I think the school is grand. I take great pleasure in attending it. I also think it very kind of you to interest yourself in us children. It ought to make good wives and mothers of us. I am learning to sew patches on. I am nine years old.

I have always wished to learn to make my own clothes, but never had the opportunity until now,—having to work in the shop all day. Last year I finished the cooking class. I shall never forget the pleasant and useful hours in the dear old Beehive.

I have come five years to sewing class and have only missed one day. Edna has come three years and has missed no days.

One of the graduates of the Sargent School (in 1899),

Alice M. Crosby, now a member of the New York Bar, has written as follows concerning the school :

For hundreds of years philanthropists have been attempting to ameliorate in some degree the condition of the very poor by giving some slight attention to their material needs, but until very recently, self-supporting people who do not require charity were not supposed to have any problems. Beacon, a city of about 10,000 inhabitants, offers factory employment to approximately 1180 women, who for the most part are well paid. We have no child labor, no strikes, no lack of work in normal times, no overcrowded tenement houses, and no peculiar moral conditions confronting us. Recently we have been told these things about ourselves. Twenty-five years ago neither individually nor as a community were conditions supposed by most people to be other than extremely satisfactory. What more could a girl desire than to have well-paid labor here in town?

Mrs. Sargent was far in advance of her time in realizing that people who will never desire material things given them may nevertheless lead impoverished lives because of lack of ideals. At the time of the founding of the Sargent School, the tangent had swung far away from the home and taken hundreds of girls into the factories. Moreover, homekeeping did not then occupy its present dignified position as a science, and the earning of money outside the home was considered a superior occupation. One cannot even attempt to estimate the value to this community of the Sargent School. There is nothing of the same age in a similar locality with which to compare it. How can one state in definite terms an intangible asset like furnishing full development of womanly instincts? We can see many motherless girls providing homes for the father and smaller children because of knowledge gained at the Sargent School. We know that many women founding

homes of their own are saved the annoyance and discomfort of learning everything about the home at first hand. We can see that the taxpayers are annually saved large sums of money because they are spared the necessity of being required to supply domestic science courses in our public schools.

It is natural, however, to take things for granted and not to realize all that has been done for us through this fine institution. Women have been for the last twenty-five years in a transition stage and it is extremely hard to estimate what their future position will be. The modern woman has the difficult duty of having to be twofold prepared, both to gain her livelihood and to manage a home properly. It takes time to get the proper perspective, but future years may show that the most valuable contribution to the community from the Sargent School has been the striking of the proper balance, the counteracting the one-sided development, which the extensive industrial life gives us.

A graduate of the school and of Cornell University in 1900, now a physician, writes from Ithaca:

So far as being a bright and shining example of the work of the Sargent Industrial School, I surely would not be a credit, but when it comes to appreciating the work and realizing its possibilities, I could write a great deal. I have never seen a school like it anywhere, so do not know how to compare it, but I am very sure that the value it is to a community cannot be overestimated. Here in Ithaca we need very much a woman's building, but there is no Mrs. Sargent to support it—consequently we do not get the building or the work. There is a splendid course in the University in Domestic Economy, but that is available only for the girls who can spend four years and have plenty of money to take it.

Does Mrs. Salman come for the "gym" work now? I so

THE
SCHOOL
OF
COOKERY



A Cookery Class

often think of the way she conducted those classes and wish we might have such an inspiring instructor here.

A graduate in 1894 writes from Toronto, Canada:

The subject of your letter interests me exceedingly as Mrs. Sargent's philanthropic work is different from any other that I have seen. Of course there are the Technical Schools in cities that are large enough to support such institutions but Mrs. Sargent brought to a small place what such a place perhaps never thought of, and it was done in such a way that no good girl was excluded. Her work is to my mind the only kind of philanthropic work worth while, as it does not bring help to a few in a way to make that few more helpless and dependent on others, as is often the case with charities, but it does bring real help to all who wish to learn to help themselves. This school has not only taught the girl, who has her living to earn, how to earn it, but it has fitted other girls to take up their own households in a more intelligent and systematic way. I remember hearing Mrs. Sargent say that there is no place where intelligence counts more than in the performance of household duties. She is absolutely correct, as one can testify who employs any person or persons in household tasks. The S. I. S. has a lasting influence in forming the highest ideals among its students partially because Mrs. Sargent has not only given of her thought and of her means but of herself. Her frequent visits to the school with her charming personality are, I am sure, an incentive to many of the girls. This, combined with the efficient staff with which she has always surrounded the school, has made the school a wonderful success.

You know it is a long time since I have visited the school but many dear and pleasant memories are always with me in connection with the lovely school on the hill. I look back often and consider my association with the Saturday morning class as having been not only pleasant but a great help to me.

Another graduate of the same year, writing from Los Angeles, California, says:

I have been trying to think since receiving your letter what I could say in a few words about the Sargent Industrial School. It means so much to its members, its influence has been so widespread. Starting as it did in a small way and gradually growing until it has reached its present state of completeness. To me it stands for progress, usefulness and refinement in all branches which go to make good home-makers of our girls. Any girl who has ever been a student in the Sargent Industrial School can never shake off the influence of the refining environment which surrounds her in whatever branch of the school she takes up, be it cooking, sewing, laundry work or in the finer arts of embroidery, painting and physical training. And the thought which conceived it all coming from Mrs. Sargent, she chose the highest philanthropy of all which is—To help others to help themselves.

Another graduate, afterwards of Vassar, 1912, writes from New York:

I feel that Mrs. Sargent is doing a very worth while work. My educational experience has shown me the great importance to the growing boy or girl of hand work or industrial work. Ideally it ought to be linked up with work of the day school and provide problems which the student would bring to the classroom to solve, but as this is not yet done in the majority of our schools—altho the attempt is being made here and there—it remains for a few wise-minded citizens to provide that which the state ought to provide. Great credit, I think, is due Mrs. Sargent for her school, which is correct in its field, the one-sidedness of our present education.

The *Matteawan Journal* in an editorial comments thus on the work of the school:

Thanks to the Sargent Industrial School, the young women of the town are learning the art of home-making and learning it as it should be learned—not through the medium of necessity. When education comes through necessity it is frequently irksome, and the element of joy being thus removed, beauty soon follows it. Girls go to the Sargent Industrial School to learn housewifery, not because they are obliged to, but because they want to; there the subject is made interesting to them and through friendly rivalry they are spurred on to real creative work of their own.

A business man writes concerning the school:

Not long ago I heard a young woman say, "I would n't have missed my classes at the Sargent School for anything. They were *fine*. I may never have a home of my own, but if I ever do, I'll know exactly what I want in it—thanks to my lessons there." I could mention several who have told me of the benefit received from the Sewing and Dressmaking Classes. As one married woman expressed it, "Why, just the little things I learned—how to put on a collar the easiest way, and things of that sort—just those things were worth all I put into it and more." I have heard several mothers speak of the benefit the Physical Culture Class has been to their daughters, and right here I would add a word of appreciation for what that particular class meant to my own daughter. Quite recently I heard a mother say that since her daughter had joined the Cooking Class at the Sargent School, the daughter had been willing to do her share of the cooking, and so the home work was adjusting itself without friction. These are but a few of the words of appreciation which I hear from day to day concerning the work of the

Sargent Industrial School. And when one considers how much the happiness of newly formed homes depends upon the wife's ability to cook and sew, etc., one begins to realize how much the Sargent Industrial School means to the city of Beacon.

Another merchant of Beacon writes :

I firmly believe that it is the best institution for young girls that has ever been established in the neighborhood of Fishkill. As you know, the writer has been familiar with the Sargent School since its foundation, when it was called "The Beehive." During the twenty-five years of retail business experience in Fishkill, the writer had occasion to meet the young women who were pupils of the school, also their mothers. Many times have I remembered a girl as she first entered the school and noticed, two or three years later, the marked difference for the better in these young women in the way of selecting materials and styles for their clothes. The manners of most of the young people who were associated with the faculty and environment of this industrial school were much improved and there was an air of refinement about these girls which they did not possess when they first entered the school. I feel that Mrs. Sargent has done a most wonderful work and I know how the parents of the girls themselves feel about it.

Still another business man says:

In the activities of life one generation frequently forgets what it owes to those who have gone before, and *we* must not forget the benefits conferred upon a generation of young women by a noble-hearted woman's work of practical philanthropy in founding and sustaining the Sargent Industrial School in the city of Beacon, N. Y. The old village of Matteawan was eminently a factory village; in 1814 here was



The Bird Fountain

*Presented to Mrs. Sargent on the Twentieth
Anniversary of the Founding of the School*

erected one of the earliest cotton mills built in America, and this was gradually followed by other industries employing girls and women by scores and hundreds. Unless some effort is made to overcome the tendency, a factory town is apt to annul the development of the better social environment, and with this foresight of conditions, Mrs. Winthrop Sargent several years ago devoted her time and means to providing attractions of most serviceable character for the young women of the community in industrial and home artistic work. And there is no doubt but scores of young women have been greatly benefited, and homes, in many an instance, thereby made the better. The Sargent Industrial Institute to-day is one of the social centres of the young city, taken advantage of by girls still in school as well as by those of older growth engaged in business duties. Year after year . . . Mrs. Sargent has followed up the work, providing teachers and special instructors to meet any and all lines of domestic science. Every year in June graduating and exhibition exercises are held at which Mrs. Sargent personally, with the whole-souled graciousness of a lady to the manner born, gives prizes to those most proficient. When work of this kind is done it is a life's work well spent in upbuilding and strengthening the better part of individual ability, which, without such an opportunity would not have been developed. It is safe to say that hundreds of families, whose members have been benefited by this excellent, kindly provision of Mrs. Sargent, have her likeness engraved upon their hearts in grateful remembrance of her disinterested provision for the welfare of the young women of her home town on the Hudson River.

Mr. Everett P. Wheeler, in a letter to the Editor of the *New York Evening Post*, writes:

The Sargent Industrial School at Beacon, N. Y., has just celebrated its twenty-fifth anniversary. It was founded, and has been continued under the direct supervision of Mrs. Winthrop Sargent. She opened the school in 1891 with 53 scholars. During the twenty-five years, 9820 pupils have been enrolled. There were 719 during the past year. They have been taught sewing, dressmaking, embroidery, cooking, singing, the care of little children—in a word, “home-making.” To use Mrs. Sargent’s own happy phrase, “It has been normal growth, like trees and plants, and simple work based on ideals, common-sense and discipline and persistent endeavor to make a sound body, a trained mind and hands and a true heart.” It was a beautiful sight, that of the many children marching in procession with flowers and garlands of maple leaves, singing melodious songs and showing not only in their handiwork which was exhibited in the gymnasium, but in their appearance, dress and manner, the results of the intelligent and sympathetic training of the school. The citizens of Beacon showed their appreciation of Mrs. Sargent’s leadership by presenting her with a loving cup. The teachers and pupils showed theirs by presenting a silver beehive, which is the emblem of the school. It has been said that the young people who are taught at Hampton and Tuskegee have greater advantages in their training than the pupils of most of our public schools in the North. In the case of this industrial school, which we owe to a large-hearted Northern woman, we see that as good work can be done here as anywhere. Let us hope that the example will be followed in every city in America.

DOMESTIC SERVICE COURSE

THE record of the Sargent Industrial School would not be complete without an account of the sixteen years' experiment in the training for domestic service.

Mrs. Sargent had for many years felt that the problem of Domestic Service could be solved only by appropriate training of both mistress and servant. She felt that an experiment might reasonably be made in connection with the Sargent School, inasmuch as it offered all the conditions of the private home in addition to the opportunities for instruction. She therefore announced in 1894 a School of Domestic Training for students, to accompany the instruction hitherto described. The announcement reads as follows:

DOMESTIC TRAINING

SARGENT INDUSTRIAL SCHOOL, MATTEAWAN, N. Y.

Programme of Work

The Course of Instruction will cover a period of not less than nine months and will consist of a thorough training in all the departments of House Service.

Every pupil will be taught:

- the care of a range or stove;
- the care of sinks and drains;
- the care of a kitchen, ice chest and cellar.

She will be taught:

- to make bread, biscuits, muffins and plain cake;
- to make soup stock;
- to roast, boil and broil meats;
- to dress poultry;
- to cook eggs, fish and oysters;
- to cook vegetables, fresh and canned;
- to make tea and coffee and plain desserts.

She will be taught:

- to wash and iron;
- to care for bed and table linen;
- to sweep and dust;
- to take care of toilet and bath rooms.

She will be taught:

- to take care of a dining-room and its furnishings;
- to take care of silver, glass and china;
- to set a table correctly and to wait upon the table;
- to take care of the parlors and halls;
- to take care of hard wood and painted floors;
- to answer the door-bell properly.

Rules

Careful instruction will be given by the teachers in these branches of housework and certificates will be awarded to those graduates who do the work required of them in a manner that satisfies both the Director and the Teachers.

No Domestic Pupil will be received under fifteen or over twenty years of age.

Only those who intend to adopt Domestic Service as a profession will be received at the School.

References as to character and general intelligence will be required and also a signed certificate from a physician stating that the applicant is in good health.

Domestic Pupils will receive board, clothing and tuition free with the comforts of a pleasant country home.

In exchange for these advantages they will be required to give their services and to do the work of the House without receiving wages.

Travelling expenses will be paid when necessary, but if a pupil returns home for any reason during the School Year it must be at the expense of herself or her friends.

No applicant will be enrolled as a regular pupil until she has satisfactorily served a probation of one month.

Concerning the Domestic Service Course, Mrs. Sargent writes :

Six girls received instruction at one time under two resident teachers and a matron who had personal supervision over the girls. The work was divided into four divisions, namely: kitchen, laundry, dining-room and bedrooms — two in the kitchen (a cook and a helper), two in the laundry, one waitress, and one house-maid. The girls were changed from one division to the other once a month; the day was divided into periods for housework, sewing, recreation and exercise. Each girl was assigned to a place in the Industrial Classes of the school. Report cards with marks based upon the following points: Christian duties, obedience, thoroughness, economy, promptness and carefulness, were made up once a week. The girls were required to have a uniform as follows: Two uniforms of blue and

white striped gingham for mornings with dark gingham aprons, two uniforms of light blue chambray for afternoons with white aprons and waitresses' collars and cuffs.

The pupils who were received the first nine years were largely from Orphan Homes. In a number of cases the girls, whose standing was considered excellent, were dismissed later by their employers. As soon as the restraint and routine were taken away as a controlling factor, and they were given individual initiative and an opportunity to choose for themselves, they became lax in their work and unmanageable. As a consequence of these conditions an effort was made to secure girls from village homes and farmers' daughters and foreigners who had recently come to America.

Beginning the year 1904, the above change was made, also the following change in the system of training. An effort was employed to overcome the failures brought to the attention by the criticisms of the ladies who employed the girls. The outline of the new method was this: the girls were not given a uniform until they had satisfactorily served a month's probation. If accepted at the expiration of that time, they were paid \$4.00 per month, and were required to wear the school uniform which they paid for themselves. Extra money was sometimes given

as a reward for improvement or good work, but on the other hand they had to forfeit money for demerits. Report cards were abandoned and everything done to make the training as near like the life of service as possible. Instruction was systematically given to each girl in the work to which she was assigned at the time, cooking, laundry, waiting, or chamber-work. This method brought out the personality of the girl. If she could carry responsibility, if she were efficient, if she could be depended upon, it was soon known. Then she was allowed to specialize in the work for which she was best suited.

A graduate was retained with wages; her work was to fill in wherever a trained girl was needed: as cook until another was capable, as laundress, as housemaid, etc. In this way the management of the house was kept up to a greater standard of efficiency. This graduate wore a black uniform and on some occasions she wore a white one. Their pride in the uniforms was stimulated by the contrasts—the probationer in a hit-or-miss sort of dress, the accepted pupil in a trim uniform of blue, while the graduate wore black or white. Also the privilege of spending their allowance (\$4.00) was an incentive and inspiration that was helpful. At the end of the year a testimonial was given, and after a year in service, if good reports were received from the employer,

a certificate was presented. This, too, was found to be a point gained.

Nevertheless, after sixteen years under different conditions and different instructors, this department was closed largely from lack of girls of the ability and character who cared to take the year's training. The type of girl who would make a good servant could always find employment and good wages without training. A letter from a friend says:

I am seeking a nice girl, and in this large city [Boston] one would expect many to present themselves, but they do not want to be trained for the reason that they can find situations whenever they want to do housework.

Apropos of the right material and the failure of people to tell the truth through lack of insight into character: the young girl in question was sent to us with the best of references, but she proved most untrustworthy and irresponsible. When the report was sent back to the person who had sent her to us, this letter was received from the person in charge of a "New York Home, Shelter for Respectable Girls:"

You spoke of dishonesty. Will you please make that charge to — and give her a chance to disprove it? Her character, as far as I know, was well spoken of before she went to Matteawan. I feel the truth of the charge you make should be established or withdrawn. I certainly cannot recommend her anywhere until the matter is settled.

The foregoing shows that the writer still believes in the girl and questions the discipline of the school. Because of these conditions we could do nothing for the girl and were obliged to let her go. In striking contrast a girl was sent here by the matron of a hospital, and she frankly says that she hesitates to ask us to take the candidate because of her understanding that we expect to teach the girl housework, sewing, etc., and not the "self-restraint and earnestness required in the work." She goes on to say:

She is poorly balanced and very selfish, but it seems a pity for her to learn no more. She is only eighteen and bright in many ways, but she will sink into the ranks of the incapables without training. I cannot recommend her as first-class material, but she might learn.

At this lady's request the girl was given a trial. After six days she was dismissed. A letter brought the following criticism:

She is a very strange combination of brightness and stupidity. I hate to give her up and say she may become a criminal for all I care, but it looks as if it is all there is to do. I thank you very much for the trial. It seems to me as if there ought to be girls glad of such a chance.

The following is a letter of application:

I write to make some inquiries about the work of your school, what the terms are, and what the age of the pupils. There is a young girl, about fourteen years old, the daughter of the janitress of our building, who is much in need of such education, influence, and wholesome surroundings as will

awaken her interest, and direct her energies, and properly discipline her. Her mother feels the need of such things for the child, who she says is now simply wasting her time over her school-books and making no progress, as she will sit by the hour studying and then not know her lessons, but remains several grades behind her brother who is two years younger. The mother feels that boarding-school life might be just the thing for the child, if she had industrial training, with just a little school work, and I think she is right; especially would it be good if the school were in the country, for the child is far from strong. Also the child needs a stimulating example.

Of course, there were other applicants who presented more encouraging phases. To quote another letter from a woman making application :

This girl is fifteen years old but she looks like eighteen. Her parents are in reduced circumstances and to a large extent dependent upon their children for support. Before going to you —— had a position where she was earning \$14.00 per month, but when her parents heard of the benefit a friend of ours had derived from your training, they decided to do without her help for a while and give her a chance of earning a certificate which they rightly judged would admit her to a higher position in the future.

The girls who were willing to take the training were very young and really not capable of the responsibility that the duties entailed. A letter received from one woman says:

“—— is an extremely nice little girl and has been obliging in every way—but she is too young and I have told her so.

To show that employers make a great many demands but are not willing to pay accordingly, the following is quoted :

I have submitted the matter to my mother and she is of the opinion that while the work required is such as would be required in a household of four plain people, and far from being laborious and of a wearing character, it would help some girls to improve conditions in life. At the same time she is reluctant to urge a girl to come lest she be disappointed. Furthermore, my mother does not consider the work involved worth twelve dollars a month.

Also :

I understand it is your practice to place at small wages with respectable families young girls who have been given some training in light housework. Would you kindly send me some details of your plan? I would like to get such a girl to come to live with me. I would give her a pleasant home and treat her well in every way. My family is small, consisting of myself and husband and two-year-old child. I can give you the best of references as to my character, etc. Kindly let me know what one is expected to pay for a girl, and how to proceed toward getting one from your institution.

Another letter says :

I understand that it is possible to secure good competent house-workers who are graduates of your institution. I am in need of a servant for general housework in an apartment of eight rooms. My family consists of my husband, myself and a three-year-old child. We have a nurse for the little girl.

Another obstacle hard to overcome was the difficulty to train for other persons. For instance, any

other work that has to do with the up-keep of the house is handed over to the plumber, carpenter, or painter, perhaps, whose method is never questioned, but the work of the domestic depends upon the personality of the mistress. Every mistress has her own idea of the management of the household. That homes may have individual charm, this must always be essentially true. For that reason alone, the domestic problem is a hard one.

— has been in my employ most of a year. When she first came, I found her deficient in many things a cook should know and requiring frequent telling as to the way of doing things. She has improved, she makes very good bread, cooks meat and fish well and is always obliging and tries to do her best. I find her judgment often at fault but experience will teach her as she gets older and more used to the work so that in time she may make a good cook.

The girl of whom the woman writes was one of the most satisfactory girls ever trained at the school ; her standing was excellent.

A few words of appreciation from some of the girls and their employers follow. A sister writes :

I know she is in good hands with you and has a good home. I know I shall not forget what you have done for me.

A mother writes :

I know how enthusiastic Bernice is about the school and feel that any girl going into your care will receive all the training that she is capable of assimilating.



Six Domestic Pupils

Mrs. Sargent adds these statistics:

Domestic Pupils

from Institutions	21
from their own homes	34
Immigrants	4
<i>Total</i>	<u>59</u>

Domestic Pupils

from the Neighborhood	7
-----------------------	---

(Out of 59 pupils the standing of 28 was considered most satisfactory.)

History at Present Date:

In service	16
Married	21
Dismissed, incapable or unsuited to training, physically or mentally weak	15
Whereabouts unknown	5
Died	2
<i>Total</i>	<u>59</u>

Placed in service

as waitresses	16
general helpers	15
cooks	7
nursery maids	4
chamber-maid	1

Returned after graduation to relatives 1

Left or were dismissed 15

Total 59

Maximum wages (received by nursery maid) \$25 per month

Minimum wages (received by general helper) \$8 per month

This frank account throws a clear light upon the problems of domestic service to-day. Is it not time to establish another school of housekeeping? Has not the experiment of the sixteen years proved as serviceable as the continuous work which maintains instruction for independent homes? Are there no means by which both employer and employed may meet on common ground and come to understand reasonable and feasible conditions for domestic service?

The foregoing record of the Sargent School clearly points to the great value of the personal contribution, carefully studied and patiently continued. Mrs. Sargent has been able to teach the children of Beacon many a lesson which the schools could not provide, and which the homes evidently desired. It seems clear that the intervention of a devoted and helpful personality is necessary for this mission, and that the institution alone does not suffice. If the home as a centre is to be the laboratory in which the children become familiar with the finer ideals of home-making, we must for all time depend in large measure upon gifts like that of Mrs. Sargent.

Her own contribution has been of worth, not only because of the necessary financial gift involved, but chiefly because of the personal thought, attention, and sacrifice. Mrs. Sargent says that it is her firm belief

that work of this kind can be done only as women who have a desire to serve in this way give their own time and their own service in the place where their lot is fixed. She believes that every community has its own needs, which can best be met by residents who are in sympathy with it and who understand its interests. Coöperation and consequent growth can be won only through personal and devoted service. If Mrs. Sargent's ideal were expressed in a similar way in every community, we should have come near solving the problem of vocational training for girls.

MISS PEARSON

PRINCIPAL INSTRUCTOR, 1892-1917

THE Sargent School has been most fortunate in one abiding and controlling influence, the presence of Miss Jessie Pearson, who has been associated with the school for more than twenty-four years. Miss Pearson entered the Sargent School in September, 1892. Her twenty-fifth year will be completed on September 12, 1917. For the past twelve years she has been the principal of the school.

In October, 1912, a jubilee was held in the Sargent gymnasium to celebrate the completion of Miss Pearson's twentieth year in the school. Miss Pearson was the centre of the occasion. The gymnasium was decorated with flowers. Miss Laura Roosa composed and read a poetical account of the progress of the school during these years. As the poem was recited, the various plans of the school and the attainments of the students, the change from the prize to the badge and the distinction of the Honorable Mention were noted. Miss Pearson was then asked to come forward to receive from the hands of Mrs. Sargent the coveted prize of Honorable Mention—"bestowed upon one who has not been absent during twenty school years and whose average is one hundred per cent." The graduates and undergraduates



Miss Jessie Elizabeth Pearson

presented Miss Pearson with a coffee and tea silver service as a reminder of their "grateful appreciation and admiration." On every side was evidence of her devoted and continued service. The founder of the school in most fitting words recounted the various gifts which Miss Pearson had bestowed upon the school, in token of which she bestowed a "glowing topaz,—a beehive cut in intaglio,—emblem of the home of many busy bees, about which flit the bees going forth to gather honey from the opening flowers and returning to the hive with their burden of sweetness."

The "spirit of the hive" has assuredly been maintained by Miss Pearson, who has steadily interpreted in the school the thought of the founder. Through her own insight, sympathy, and broad human experience, she has directed in both principle and detail the progress of the school, keeping close to all the interests of the community, and knowing intimately both the desires and the needs of the students and the alumnae. The school has never been formal and arbitrary, nor has the letter of the law ever triumphed over the spirit. In Miss Pearson the director and founder has had an able coadjutor, and to her coöperation the success of the school will in a large degree be attributed.

*SONG FOR THE
SARGENT INDUSTRIAL SCHOOL*

SONG

FOR THE SARGENT INDUSTRIAL SCHOOL

Allegretto.

ELISE FELLOWS WHITE

The O - ri - ole sings as she
Thanks to the giv - er of

builds her nest in the crest of the flower - ing tree, ——— The
all good gifts For this hope of the com - ing years, ——— And

Ri - vu - let sings on its end - less quest In search of the deep - er
thanks to her whose hand up - lifts Whose wis - dom guides and

sea The Bees hum low as they gath - er sweet From the
cheers To the S. I. S. right loy - al we May we

poco rit *a tempo*

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hearts of the open - ing flowers And with song we has - ten the
faith - ful - ly keep each rule Dear Al - ma Ma - ter long

p

fly - ing feet Of girl - hood's hap - pi - est hours.
life to thee The Sargent In - dus - tri - al School.

cresc *f*

Chorus.

Work and sing, work and sing Hear the joy - ful cho - rus sing - ing

Glad and gay all the day Health and hap - pi - ness bring

cresc. *colla voce*

- ing.

cresc

rit

2nd Verse. not slowly

Fair and fine as the wo - ven strands Of the nest in the stur - dy tree Is the

work of our deft and will - ing hands Of our pa - tient in dus -

- try Let us learn and la - bor And dai - ly strive with a

heart and a hope and a will Like bus - y work - ers with -

dim poco accel

in the hive Our homewith good to fill. _____

cresc rit

cresc

p

Chorus. for 2nd Verse.

Work and sing, work and sing Hear the joy - ful cho - rus ring - ing

Glad and gay all the day Health and happi-ness bring -

rit colla voce

ing

f

Chorus. for 3rd Verse

Work and sing, work and sing Hear the joy - ful cho - rus ring - ing

rit
Glad and gay all the day Health and hap-pi-ness bring - -

rit. colla voce *cresc*

ing

APPENDIX

APPENDIX

THE lists and tables which are appended are in part for the students of the school, both past and present, who will wish to keep these definite records of the Sargent School. They are also intended for the use of those readers who will study the plan and the natural extension of this school, considering its experiences as typical and therefore likely to forecast the progress of similar experiments that others may wish to make.

Total Enrollment

1891—June—September	53	1903—1904	295
1891—1892	76	1904—1905	457
1892—1893	100	1905—1906	566
1893—1894	181	1906—1907	563
1894—1895	218	1907—1908	510
1895—1896	233	1908—1909	533
1896—1897	257	1909—1910	562
1897—1898	188	1910—1911	590
1898—1899	220	1911—1912	613
1899—1900	220	1912—1913	584
1900—1901	212	1913—1914	687
1901—1902	221	1914—1915	714
1902—1903	248	1915—1916	719
			<i>Total</i> 9820

1894—1915	
Total number of graduates	681
1891—1906	
(15 years) 40% of graduates	<i>Married</i>
1906—1911	
(5 years) 20% of graduates	<i>Married</i>

Graduates have gone into eleven states:

California	New Jersey	Rhode Island
Connecticut	New York	Tennessee
Massachusetts	Oregon	Virginia
Missouri	Pennsylvania	

and also to Ontario, Canada, and China.

In the second ten years of the school 25% more of the pupils sought higher education than in the first ten years of the school; 28 girls have entered college and normal school, 10 girls have trained for nurses since the establishment of the school.

Certificates given, 1894-1915:

Cookery	486
Laundry	73
Sewing	271
Dressmaking	93
Physical Training	24
Housekeeping	27
<i>Total</i>	<u>974</u>

II

Various Statistics

Seven Departments, year ending June, 1914.

Nine Departments, year ending June, 1915.

Two new Departments, Drawing and Dancing, added in 1914-1915.

1915-1916

CLASSES

Cookery, 6 classes	83
Sewing, 12 classes	282
Laundry, 2 classes	16
Dressmaking, 10 classes	68
Physical Training, 2 classes	99
Basket Ball, 1 class	19
Embroidery, 1 class	10
Singing, 1 class	37
Housekeeping, 1 class	14

CLASSES

Drawing and Painting, 1 class		18
Dancing, 2 classes		73

Total 719

OCCUPATIONS

Cookery

Home	2	
Teachers	10	
Factory	27	
Clerk	2	
School	<u>42</u>	83

Sewing

School	259	
Factory	<u>23</u>	282

Laundry

School	7	
Factory	<u>9</u>	16

Dressmaking

School	4	
Factory	28	
Home	30	
Teachers	<u>6</u>	68

Physical Training

School	72	
Clerk	1	
Teachers	4	
Factory	20	
Dressmaker	1	
Home	<u>1</u>	99

Basket Ball

School		19
--------	--	----

Embroidery

Home	3	
Teachers	2	
School	1	
Clerk	1	
Factory	<u>3</u>	10

OCCUPATIONS

Singing		
School		37
Housekeeping		
School	5	
Saleswoman	1	
Teachers	2	
Operators	3	
Factory	1	
Home	1	
Stenographer	1	14
	<hr/>	
Drawing and Painting		
School		18
Dancing		
Clerk	2	
School	32	
Home	4	
Factory	35	
	<hr/>	73
	<i>Total</i>	719

RESIDENCE OF PUPILS

(Matteawan, 327 ; Fishkill Landing, 324)	
Total in New City of Beacon	651
Glenham	40
Tioronda	14
Fishkill Village	3
Groville	3
Wicopee	1
Newburgh	7
	<hr/>
	<i>Total</i> 719

NATIONALITIES

American born	378
Irish	224
Slavic	33
Jewish	2
Italian	19
French	6

NATIONALITIES

German	31
Hungarian	11
Polish	8
Scotch	5
English	1
Swiss	1
<i>Total</i>	<u>719</u>

RELIGION

Protestants	374
Roman Catholics	341
Jewish	4
<i>Total</i>	<u>719</u>

Programme of Classes for the Year
at the Sargent Industrial School
 1915-1916

MONDAY

10.00-12.00 a.m.	Dressmaking (<i>Special</i>)	Miss Straney
1.30- 3.30 p.m.	Dressmaking (<i>Special</i>)	Miss Straney
4.00- 6.00 p.m.	Cooking	Miss Sutherland
4.00- 6.00 p.m.	Sewing (<i>5th year</i>)	Miss Alice Taylor
7.30- 9.30 p.m.	Dressmaking	Miss Alice Taylor
7.30- 9.30 p.m.	Sewing prepara- tory to Dressmaking	Miss Agnes Taylor
7.30- 9.30 p.m.	Cooking	Miss Sutherland

TUESDAY

4.00- 6.00 p.m.	Sewing (<i>4th year</i>)	Miss Alice Taylor
4.00- 6.00 p.m.	Sewing (<i>4th year</i>)	Miss Agnes Taylor
4.00- 6.00 p.m.	Cooking	Miss Sutherland
7.30- 9.30 p.m.	Dressmaking	Miss Alice Taylor
7.30- 9.30 p.m.	Cooking	Miss Sutherland
7.30- 9.30 p.m.	Housekeeping	Miss Pearson

WEDNESDAY

10.00–12.00 a.m.	Embroidery	Miss Pearson
4.00– 6.00 p.m.	Sewing	Miss Alice Taylor
4.00– 6.00 p.m.	Cooking	Miss Sutherland
7.30– 9.30 p.m.	Dressmaking	Miss Alice Taylor
7.30– 9.30 p.m.	Embroidery	Miss Pearson
7.30– 9.30 p.m.	Cooking	Miss Sutherland

THURSDAY

4.00– 6.00 p.m.	Laundry	Miss Sutherland
4.00– 6.00 p.m.	Sewing (<i>3d year</i>)	Miss Alice Taylor
4.00– 6.00 p.m.	Sewing (<i>3d year</i>)	Miss Agnes Taylor
7.30– 9.30 p.m.	Sewing prepara- tory to Dressmaking	Miss Alice Taylor
7.30– 9.30 p.m.	Laundry	Miss Sutherland

FRIDAY

10.00–12.00 a.m.	Dressmaking (<i>Special</i>)	Miss Straney
1.30– 3.30 p.m.	Dressmaking (<i>Special</i>)	Miss Straney
4.00– 6.00 p.m.	Dressmaking (<i>Teachers</i>)	Miss Straney
4.00– 6.00 p.m.	Sewing (<i>3d year</i>)	Miss Alice Taylor
7.30– 9.30 p.m.	Dressmaking (<i>Special</i>)	Miss Straney

SATURDAY

9.00–10.30 a.m.	Sewing (<i>2 classes</i>)	Miss Alice Taylor
10.30–12.00 a.m.	Sewing (<i>2 classes</i>)	Miss Agnes Taylor

*Programme of Classes for the Year
at the Sargent Gymnasium*

1915–1916

MONDAY

4.00– 6.00 p.m.	Singing Class	Miss Straney
7.30– 9.30 p.m.	Basket Ball Practice	

TUESDAY

- 4.00- 6.00 p.m. Dancing Class (*children*) Miss Cantwell
 7.30- 9.30 p.m. Dancing Class (*1st year*) Miss Cantwell

WEDNESDAY

- 4.00- 6.00 p.m. Coaching in Basket Ball Mrs. Salman

THURSDAY

- 4.00- 5.00 p.m. Physical Training (*children*) Mrs. Salman
 5.00- 6.00 p.m. Coaching in Basket Ball Mrs. Salman
 7.30- 9.30 p.m. Physical Training (*adults*) Mrs. Salman

FRIDAY AND SATURDAY EVENINGS

Dances and Basket Ball Games

Accompanists	{ Miss Caroline Hunter Miss Eliza Scofield Miss Cecelia St. John
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SATURDAY

- 9.00-12.00 a.m. Drawing Miss Jane Judson

Entertainments

1915-1916

OCTOBER 30. Hallowe'en Party.

Informal reception, three hundred in costume. Prizes offered for prettiest, most original, and most amusing costumes. Committee of judges selected from visitors. Dancing and games.

NOVEMBER 3. Annual Meeting of Alumnae Association.

Mrs. Sargent presided, election of officers. Inauguration of Red Cross Branch under Dutchess County, N. Y.

NOVEMBER 5. Formal Opening.

Address by Mrs. Sargent. Programme, recitations, music, etc.

NOVEMBER 22. Basket Ball Game.

Thursday Evening Class *vs.* Wednesday afternoon Basket Ball Team.

DECEMBER 3, 4. Exchange Sale.

Conducted by Alumnae Association.

DECEMBER 6. Basket Ball Game.

Class games.

JANUARY 18. Children's Party.

Afternoon Dancing Class.

FEBRUARY 4. Basket Ball Game.

FEBRUARY 12. Reception and Dance.

Evening Dancing Class under the direction of Miss Alice M. Cantwell.

MARCH 4. Children's Party.

Afternoon Dancing Class.

MARCH 6. Concert.

By the Singing Class under the direction of Miss Sallie E. Straney. Song groups. English, Irish, Scotch, and American songs enacted by different members of the class. Appropriate costumes.

MARCH 7. Reception and Dance.

Evening Dancing Class.

APRIL 11. Children's Party.

Afternoon Dancing Class.

MAY 6. Reception and Dance.

Evening Dancing Class.

MAY 16. 16th Annual Physical Training Exhibition.

Marches, drills, folk dances in costume, and apparatus work.

MAY 19. Entertainment by Singing Class.

Songs illustrated by children in costume arranged in large frames to represent pictures.

MAY 20. Reception and Dance.

Evening Dancing Class.

JUNE 6. Founder's Day.

Twenty-fifth Celebration of the founding of the School. Garden Party. Exhibition of work in the gymnasium.

JUNE 8. Prize Day.

Distribution of prizes.

Principals and Teachers

Miss McNEAR, June–September, 1891. First summer.

Miss LITTLE, September, 1891–July, 1894. Three years.

Miss COX, 1894–1897. Three years.

Miss STANLEY, 1897–1904. Seven years.

Miss PEARSON, September 12, 1904–1916.

Teachers

BARLOW, Miss EFFIE J.

Dressmaking, 1906–1912; Dressmaking, Special, 1907–1912.

BRETT, Miss EMMA J.

Singing, 1908–1910.

CANTWELL, Miss ALICE M.

Dancing, 1911–1916.

DIETRICH, Mrs. LOUISE C.

Singing, 1910–1911.

HOWARD, Miss KATHERINE.

Cooking, January, 1911–June, 1911.

JUDSON, Miss JANE E.

Drawing and Painting, 1911–1916.

SALMAN, Mrs. GERTRUDE S.

Physical Training, 1901–1916.

SODERBURY, Mrs. SADIE H.

Special Dressmaking, 1904-1907.

SUTHERLAND, Miss HELEN C.

Cooking, September, 1904-January, 1911; November, 1915-1916.

STRANEY, Miss SALLIE E.

Singing, February, 1913-1916.

STRANEY, Miss SALLIE E.

Dressmaking, Special, 1912-1916.

TABOR, Mrs. H. M.

Dancing, 1905-1907.

TAYLOR, Miss ALICE A.

Sewing Department, 1904-1916.

TAYLOR, Miss ALICE A.

Sewing and Dressmaking jointly, 1912-1916.

TOLMIE, Miss MARTHA.

Singing, October, 1911-February, 1913.

WHITEHOUSE, Miss FLORENCE E.

Cooking, September, 1911-June, 1915.

WILLIAMS, Professor GORDON.

Singing, January, 1907-June, 1908.

ROOSA, Miss LAURA.

Literary Class, 1907-1911.

Assistant Teachers

BLACKBURN, Miss MAY L. (Mrs. Robert Marshall).

Sewing, September, 1899-February, 1900.

CONKLIN, Miss GRACE.

Sewing, 1900-1907.

KLANKA, Miss NELLIE L.

Sewing, 1894-1897.

MCDONALD, Miss AGNES G.¹

Sewing, 1906-1907.

REILLY, Miss MARY P.

Sewing, 1904-1906.

STUDLEY, Miss EMMA (graduate Sewing),² 1904-1906.

SYPHER, Miss VIOLA (graduate Sewing),² 1904-1906.

TAYLOR, Miss AGNES L.

Sewing, December, 1906-1916.

TAYLOR, Miss ALICE A.

Sewing, December, 1907-1916; Sewing Department, 1904;
Dressmaking, 1912.

TAYLOR, Miss ALICE A.

Received certificate Sewing, 1891-1893; Dressmaking,
1893-1895.

TILLMAN, Miss ETTA (Mrs. William A. P. Schorman).

Sewing, 1896-1900.

¹ Died 1914.

² Offered services Thursday Afternoon Class.

ALUMNAE REPORT, 1900-1916

MISS LAMONT'S REPORT, 1900-1905

1900

A MEETING was held March 17, 1900, for the purpose of forming an Alumnae Association, there being forty-seven graduates present. Miss Emily Stanley, principal of the school, presiding, spoke of the purpose for which the meeting was called, and the work such an association might do. It would be the means of keeping the graduates in touch with the school, and not only enlarge its influence, but afford opportunities for the development of individual work among the members. Much interest was manifested by those present, and all entered heartily into the plan. Two committees were appointed, one to draw up a constitution and the by-laws, consisting of Mrs. Eleanor Moss, Chairman, Miss Emily Stanley, Miss Jessie Pearson, Miss Grace J. Russell, and Miss Charlotte Baxter. The other, a membership committee, was to see that all graduates of the Sargent Industrial School, who were not in attendance, were notified of the organization of the Alumnae Association, its purpose be explained to them, and their help and interest solicited.

The following officers were elected for one year:

President, Miss Nancy M. Lamont.

Vice-President, Miss May Baxter.

Secretary, Miss A. Helena Pralatowska.

Treasurer, Miss Frances Barhyte.

At a meeting held June 1, 1900, the constitution, which had been drawn up by the committee and approved by Mrs. Sargent, was read by the secretary, and heartily endorsed by all present, there being fifty-one members who signed it at that time.

The first work that was planned was the preparation for

the Founder's Day exercises, held June 16, 1900. This work was carried through very successfully, and as the complete programme was printed in connection with the by-laws and constitution in the booklets, which were so kindly presented to us by Mrs. Sargent, it is not necessary to give a detailed account of it.

In going over the record of the five years' work of the association, it was found that the preparation for the exercises for Founder's Day has been the first work of each new executive committee, and the pleasing programmes we have had at each return of the day are an evidence of the untiring work of the officers and their assistants.

The members have also had an opportunity to help in the Prize Day exercises by furnishing cake, acting as waitresses, or helping in any way where they could be of use.

At the following meeting, held June 26, 1900, it was decided that the association hold a regular monthly meeting, the third Thursday of each month.

As an association we felt that the sooner some definite work was planned, the better it would be for us. The question of coöperating with the Village Improvement Association was discussed. This seemed to us a wide field for work, and one that should appeal to each member. At the request of our director, Mrs. Sargent, the Village Improvement Association appointed the Alumnae a Vigilance Committee to work in connection with them, especially in the matter of "keeping the poles about the villages free from advertisements and the streets clear of papers." The Village Improvement Association also expressed a need for more cans to be placed about the streets, and the Alumnae planned to help them in this matter by giving an entertainment, the proceeds of which were to be used for that purpose.

Work then began in earnest: a minstrel performance was

planned, the preparation of which required a great deal of time and hard work, but when the performance was given on the evening of April 1, 1901, I am sure that not one member felt that their labor had been in vain, but were fully repaid for the winter's work. The Academy not being large enough to accommodate in one evening all those who wished to attend, the performance was repeated the following Saturday.

The receipts for both nights were \$559.75; total expenditures, \$225.14; leaving a balance of \$334.61.

The sum of \$151.11 was given to the Village Improvement Association.

The treasurer's report at the end of the first year showed a balance of \$13.96 in the treasury.

1901

At a meeting held April 25, 1901, the officers elected for the ensuing year were the following:

President, Miss A. Helena Pralatowska.

Vice-President, Miss Alice Taylor.

Secretary, Miss Grace J. Russell.

Treasurer, Miss Charlotte Baxter.

The Alumnae Association was allowed the privilege of using the school grounds, to have games or anything that might add to its pleasure while there. A lawn swing, a hammock, and a set of croquet being placed there by them, also lawn seats that were given to us by Mrs. Sargent.

After careful consideration it was voted to buy a piano, and a committee consisting of Mrs. Sargent, Miss Helena Pralatowska, Miss E. Pearl Van Voorhis, and Miss Josephine Badeau (now Mrs. Terwilliger), was appointed to make the selection. The price of the piano was \$325.00.

The amount in the treasury not being sufficient to purchase it outright, a second minstrel performance was planned to raise

the necessary sum. This also proved a great success, so that the fame of the S. I. S. Minstrels reached our neighbors across the river, who sent such urgent requests to have the performance repeated in the Academy of that place, that the members thought it advisable to do so. The proceeds for that night's performance were divided between the hospitals of our two villages, each institution receiving \$30. The total receipts for the two nights' performances at Fishkill Landing were \$523.35; expenses, \$233.14, leaving a balance of \$290.21.

During this year the physical culture classes were organized, the association being very fortunate in securing Mrs. Salman, of Newburgh, as teacher, and too much cannot be said in praise of her most excellent work. Miss Charlotte Baxter was appointed a committee to take charge of the finances and arrangements of the classes, and served in this capacity for two years, being succeeded by Miss Anna McEvoy, who served one year, she in turn being succeeded by Miss Anna Keating. A great deal of credit is due these girls, as there is a vast amount of work for them to do.

The evening classes have to a large extent been self-supporting, Mrs. Sargent paying one-half of the expenses of the afternoon classes until this year; since then she has paid one-half of the rent for the hall. These classes have shown remarkable progress each year. We felt that they had made great strides when they gave an exhibition in connection with the minstrels the first year, but each year has shown the same splendid progress. The exhibitions of the second and third years were given in Metropolitan Hall, and were very delightful occasions. The one given last year was repeated on the evening of Mrs. Sargent's birthday as a gift to her from the girls.

This year the advanced classes reached the time when the gymnasium apparatus was needed, and the association de-

cided to buy part of the necessary outfit. The amount spent was \$50.00.

At the close of the second year the treasurer reported a balance of \$31.56 in the treasury.

1902

The third annual meeting for election of officers was held on May 13, 1902. Those elected were the following:

President, Mrs. Eleanor Moss.

Vice-President, Miss Louise Toohey.

Secretary, Miss Margaret Keating.

Treasurer, Miss May Baxter.

As the beginning of the school year in September, 1902, was the tenth anniversary of Miss Pearson's connection with the school, the association felt that it did not want to let it pass without some recognition.

Much may be said in favor of all the teachers that have been in the school at any time, but I am sure that I am voicing the sentiment not only of the girls who have been under her direct supervision, but of all who have come in contact with her, in the school and the Alumnae work, when I say that Miss Pearson has always held and still holds a large place in our hearts. At all times she has been most kind and patient, and we owe much of our success to her wise counsels. When the proposal was made that a reception be given her on her return to school, it met with a most enthusiastic response, and every one did her best to make it a thoroughly enjoyable and memorable occasion.

As a children's playground had been fitted up at the corner of South and Newburgh avenues by the Village Improvement Association with the money given them by the Alumnae, the care of it was undertaken by the association, a committee being appointed for that work.

Two cake sales were held during this year, the committee in charge soliciting from members not only cake, but bread, biscuit, or anything in that line that they cared to contribute.

One interesting feature during this and the following year was the social held in connection with the monthly meeting, an entertainment committee being appointed for each month.

The balance in the treasury at the close of this year was \$115.49.

1903

The officers elected at the annual meeting in 1903 were as follows:

President, Mrs. Sadie Soderbury.

Vice-President, Miss Anna Keating.

Secretary, Miss Jane Judson.

Treasurer, Miss Nettie Fitzsimmons.

The association knowing of Mrs. Sargent's interest in the Highland Hospital, the plan was suggested that each member earn a dollar, or as much as she could, and give it to Mrs. Sargent on her birthday, to be given by her to the hospital. This they decided to do, the pupils of the school also joining in the work. It was also suggested that they earn the money by making practical use of the knowledge acquired by them at the school, and I feel sure that a great many chapters might be written regarding the ways by which the dollars were earned, and the amount received is an evidence of the earnestness of the effort.

A sterilizer was purchased with this money, and on the plate is this inscription: "Given by the Sargent Industrial School, June 16, 1903."

A new department was made in the work of the association this year. A Glee Club was organized, and Professor Wilkinson chosen for the instructor. A meeting was held on

Saturday of each week. The membership was not confined to the Alumnae alone, but included the pupils of the school, and some girls not connected with either.

A very pleasing concert was given by the club in June, 1904.

The subject of selecting a badge for the association had long been discussed, and several designs had been brought before the members for approval, one finally being chosen, having first been approved by Mrs. Sargent. One hundred of these were bought, costing \$60.00.

At the close of the fourth year there was a balance in the treasury of \$102.34.

1904

The officers elected March, 1904, for the ensuing year were:

President, Mrs. Ida B. Conklin.

Vice-President, Miss Grace Conklin.

Secretary, Miss Rose Mitchell.

Treasurer, Miss Mary Mosher.

A lawn party was held in August on the school grounds for the purpose of raising some money to help defray expenses in connection with the Glee Club.

The committee in charge worked very hard to make this a pleasant and attractive entertainment.

Through the kindness of Mr. John Donnelly, the grounds were beautifully lighted, the attendance both nights being very satisfactory, and a sum of \$10.39 was realized.

The plan adopted in the previous year of each member earning a dollar was again tried, and a large sum was realized, which was given to Mrs. Sargent for the Highland Hospital. A ward carriage and a water sterilizer were bought this year.

Early in September, 1904, preparations for a third minstrel performance began. Thanksgiving Eve and night were

chosen for the time of giving it. The audience for both nights proved that the reputation gained by the S. I. S. Minstrels on previous occasions had not been forgotten, and the same hearty appreciation was shown as in other years. The amount realized at this time was \$293.21. The association was again called upon to repeat the performance in Newburgh, and did so.

An invitation was received each year from the Matteawan State Hospital requesting the Alumnae to repeat the minstrel performance for the benefit of the inmates of that institution, and the request was complied with each time.

Just here I want to speak of Mr. Ernest Davies's kindness to the Alumnae Association. For three years he worked most faithfully, instructing and training the girls, and doing everything in his power to make the performance a success. He entered heartily into the work and did not spare himself in any way. And I am sure that we feel we owe much of our success to his kindness and hard work.

A very important line of work has been started this year, and one that bids fair to be far-reaching in its results, and that is the organization of a branch school in connection with the Sargent Industrial School, at Tioronda. There are about eighty-two members enrolled, and twenty-four of them are boys. Miss Pearson, the superintendent, is assisted by Miss Riley and a committee from the association consisting of Miss Mary Mosher, Miss Julia Dalton, Miss Leonore Judson, Miss Reba Carey, and Miss Helena Pralatowska. Other members have been called upon to help in this work.

As the fifth anniversary of the association drew near, it was decided to celebrate the event on the evening of April 28, 1905. A committee was appointed for that purpose.

Miss Pearson, the superintendent, explained that in order to carry on the Tioronda work successfully quite a sum would

be needed. It was then decided to send envelopes, to be returned on the evening of the celebration, this contribution to be considered as a birthday gift to Mrs. Sargent.

At the March meeting a motion was made and carried, in the form of an amendment to the constitution, that the annual election of officers be changed from March to June, as this arrangement would give an opportunity for each executive committee to complete whatever work was begun during its term of office.

In giving a report in this way of five years' work, it can only be an outline at best. There has been some work attempted that we have not been able to carry through. This is probably the history of all organizations; but failure does not mean defeat, and we learn a great many lessons from failures that we would not learn were we always successful. There has been a great deal of honest effort, and that is always commendable.

And now in closing, I wish to thank our director, Mrs. Sargent, for the kindness and interest she has always shown toward us, for the substantial aid she has given us from time to time, for her sympathy in our failures, and for the pleasure she has always manifested in our successes.

BRIEF SUMMARY OF THE WORK OF THE ALUMNAE: 1905-1916

1905-1906

THE work at the Tioronda School was continued. A little play, "The School at Blueberry Corner," was given by the members of the association for the benefit of the poor and suffering. The opening of the beautiful gymnasium in the beginning of this year was a source of great delight to the

girls and brought forth much gratitude and appreciation. The Alumnae presented a new piano and some apparatus to be placed in the gymnasium. Mrs. Sargent encouraged the girls in their efforts to form a Glee Club and also a Dancing Class.

1906-1907

The work begun the previous year was carried on. The Glee, Dramatic, and Mandolin Clubs, also the Dancing Class, had proved such a source of amusement and benefit to the association that the work was again entered into with much interest and pleasure. Monthly receptions were held by the Dancing Class, which were great successes.

1907-1908

This year the members of the association decided to give the Christmas Party they usually held for themselves to the poor children of the two villages. Outside of the regular work of the association a Dickens Club was organized under the direction of Miss Laura Roosa.

1908-1909

Christmas, 1908, the poor families instead of the children were remembered by the Alumnae. Baskets were filled with Christmas goodies and delivered by the members of the association. The work of the Dickens Club was continued and an entertainment was given, under Miss Roosa's direction, which was a success in every way.

1909-1910

This year the usual Hallowe'en Party was somewhat out of the ordinary, inasmuch as it was planned to represent the Hudson-Fulton Celebration as nearly as possible. A donation was presented to the Hudson-Fulton committee by the Alumnae Association. A Travel Class which had been

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